DOCUMENT RESUME

ED 448 157 SP 039 686

AUTHOR	Marion, Robin; Zeichner, Ken
TITLE	Guide to Practitioner Research Resources in North America.
INSTITUTION	National Partnership for Excellence and Accountability in Teaching, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-11-00
NOTE	34p.
CONTRACT	RD97124001
AVAILABLE FROM	For full text: http://www.ericsp.org/digests/PracResearch.htm.
PUB TYPE	Reference Materials - General (130)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Action Research; *Educational Research; Elementary Secondary Education; *Teacher Researchers; Teachers
IDENTIFIERS	Study Groups

ABSTRACT

This publication is a compilation of resources concerned with practitioner research in P-12 education, with a focus on North America. The guide includes information about practitioner research networks, on-line sites, journals, collections of practitioner research studies, funding sources in support of action research, and publications about practitioner research (booklets and pamphlets, chapters, papers, and articles). (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

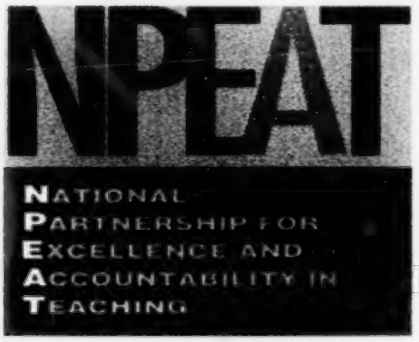
ED 448 157

Guide to Practitioner Research Resources in North America

Robin Marion
National – Louis University
Wisconsin Campus

And

Ken Zeichner
University of Wisconsin - Madison



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D.C. Rhodes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

November 1999

DO NOT CITE WITHOUT PERMISSION OF THE AUTHORS

SP039686

The National Partnership for Excellence and Accountability in Teaching (NPEAT) was a voluntary association of 29 national organizations. NPEAT engaged in collaborative, research-based action to achieve teaching excellence and raise student

BEST COPY AVAILABLE

performance.

The opinions, conclusions, and recommendation expressed in this publications do not necessarily reflect the views or opinions of the National Partnership for Excellence and Accountability in Teaching nor those of the Office of Educational Research and Improvement, U.S. Department of Education. Neither NPEAT nor OERI endorse or warrant the information contained in the published material. Publication of this material is meant to stimulate discussion, study, and experimentation among educators. The authors were encouraged to express their judgement freely. Thus, the reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

Primary funding for NPEAT comes from the Office of Educational Research and Improvement, U.S. Department of Education under contract number RD97124001. The positions expressed here do not necessarily reflect the positions or policies of the Office of Educational Research and Improvement or the U.S. Department of Education.

Table of Contents

Introduction

Acknowledgements

Practitioner Research Networks Page 1 - 12

On-line Sites Page 13 - 17

Journals Page 18 - 19

Collections of Practitioner Research Studies Page 20 - 21

Newsletters Page 22

Funding Sources Page 23 - 24

Books & Booklets Page 25 - 33

Chapters, Papers & Articles Page 34 – 42

Introduction

This publication is a compilation of resources that are concerned with practitioner research. Our intent has been to provide a comprehensive guide to resources on practitioner research in P-12 education with a focus on North America. This guide includes information about practitioner research networks, on-line sites, collections of practitioner research studies, funding sources, and publications about practitioner research.

The inclusion of particular resources in this guide does not imply an endorsement of the work of these sources. We have attempted to pull together a wide variety of resources for those who are engaged in or who support practitioner research. We view this as a living document that will change and evolve as a result of the insights and suggestions of readers. We invite you to add or delete from what we have gathered together here. Please send your suggestions for revisions to one of us. We are especially interested in adding new resources to the guide.

Robin Marion
National-Lewis University
Wisconsin Campus
800-443-5522 x5173
mar@wheeling1.nl.edu

Ken Zeichner
University of Wisconsin-Madison
608-263-4651
zeichner@facstaff.wisc.edu

Acknowledgements

There are many individuals who contributed to the development of this resource guide including the members of teacher research communities across North America who sent us descriptions of their work. We would like to especially thank Susan Noffke of the University of Illinois whose resource column for a recent American Educational Research Association-Division K newsletter was especially helpful to our efforts. We would also like to thank Cathy Caro-Bruce and Mary Klehr of the Madison Metropolitan School District who reacted to earlier drafts of the guide and gave us valuable suggestions for improving it. The production of this guide was funded by the Office of Research and Information of the U.S. Department of Education. The information contained in this document does not reflect the position of the Department.

PRACTITIONER RESEARCH NETWORKS

Alaska Teacher Research Network

Fairbanks, Alaska
This network began in 1991 and is made up of a group of educators who work in a variety of setting public and charter schools (K-8) and universities. The intent of the Network is to offer opportunities a support for teachers who conduct classroom-based research. This group meets once a month to read a discuss teacher research studies, and to offer support to colleagues. In June, the group hosts a two-d retreat where members read, write and respond to the work of their colleagues.

The network has published three volumes of the collected work of its members in The Far Vision, T Close Look (1990, 1992, and 1994). For more information about the network contact Shirley Kaltenba (907) 455-6239, University Park Elementary School, Fairbanks North Star Borough School Distri Fairbanks, AK 99708, upkfsak@northstar.k12.ak.us or Terri Austin at tla@ptialaska.net

Teachers' Union Supported Teacher Research
British Columbia Teachers' Federation (BCTF)
British Columbia, Canada
Charlie Naylor of the BCTF has worked to develop pro-active research roles for teacher unions. Some the ways this has been accomplished are outlined in a paper entitled, Developing Pro-Active Resear Roles for Teacher Unions available at the www.bctf.bc.ca/publications/ResearchReports/97TR)!.html The union has supported a number projects. One project engaged teachers in work with parents about ways to improve collaboration a early literacy. Another project involved groups of elementary teachers with whom two facilitators once a month to share ideas and to discuss progress. Another project connected the University of Briti Columbia, union management, and three local teachers' unions by facilitating gatherings during whi topics of professional interest were chosen to study. Ten days of release time were funded for ea teacher researcher, primarily by the district with help from the union. Still another project provid funding for five teacher researchers to have five release days to document their action research identification, assessment or programming for ESL students with special needs.

A two-day workshop sponsored by the union is offered prior to beginning each project. The workshop focused on ways to do teacher research and conversations about why the process is a valid form professional development. Teachers are facilitated as they complete their research through phone, e-m and face-to-face contact. At the close of each project year, teachers write reports of their experience a findings. The union provides both editing and publishing support for reports. Information on the BC homepage is provided in the On-Line section of this guidebook. Contact Charlie Naylor at (604) 8 2294 or cnaylor@bctf.bc.ca for more information.

Developing Inquiring Communities in Education Project (DICEP)
Strong ties with OISE and University of Toronto
Toronto, Canada
This group consists of educational practitioners and university-based researchers committed to promoti inquiry as a key mode of learning and teaching at all levels in education. As an action resear community with shared values and purposes, they aim to foster the collaborative construction knowledge and the development of understanding about topics that are both individually and socia significant.

Supported initially by a grant from the Spencer Foundation, some members teach or pursue gradu studies at the University of Toronto. Participants cover a wide range of educational interests at all lev – grade one to university – and consider themselves both teachers and learners. Some have work together for many years, some have joined the community more recently, and they actively welcome n members from the Metro Toronto area. Members meet as a group on a monthly basis to share th inquiries, collaborate on publications and conference presentations. Between meetings memb maintain strong connections through an e-mail network.

From their website you are invited to visit each member individually with direct links, and a list papers you might enjoy reading and responding to is linked to the site as well. For information cont

Zoe Donoahue through e-mail from: http://www.oise.on.ca/~ctd/DICEP/

Teacher Action Research Project (TAR)
Bay Area IV Professional Development Consortium
San Francisco Bay Area, California
TAR is a state-funded effort designed to simultaneously support professional development and sch reform in the San Francisco Bay area. The project has worked with mixed levels of cohorts elementary, middle, and high school teachers from urban, rural, and suburban settings. Teac researchers participate as members of a team of two or more teachers from a school site. All t researchers meet at Mills College for at least two years, for five days each year, with Anna Richert faculty member at Mills.

Meetings focus on developing research and inquiry skills, building community across school sites, a learning about school reform by systematically investigating the process of change. Researchers in T are responsible for producing two written products: a "story of practice" which the teacher writes a analyzes for its connection to a larger set of school-wide issues, and a school change study which collaboratively written by the research team.

Richert has identified certain features of the program that most promote teacher development. Th include a sense of collective responsibility for school reform promoted by the project, the story writi process that begins the research work, the ownership that teachers have of their research questions a study designs, the "audience" factor that teachers associate with the publication process at the end of t project, and the respect within the program for the knowledge and values that teachers bring to t research experience.

For more information on the TAR project and the Bay Area IV Professional Development Consortium, contact Anna Richert, Mills College, (510) 430-3160, anna@mills.edu, annaER@aol.co or the Bay Area Professional Development Consortium, Alexa Hauser, Direct ahauser@smcoe.k12.ca.us

Teacher Research Program
Collaborative Research and Extension Services for Schools (CRESS) Center
University of California-Davis
Davis, California
The CRESS teacher research program offers year-long seminars for teachers interested in conducti systematic research in their own classrooms or schools. The program supports a regional network teacher research groups. Each group is facilitated by an experienced teacher researcher and, tak together, the groups support teachers of all grade levels and from all disciplines.

Most CRESS teacher research groups consist of four to twelve teachers. In these groups, teac researchers examine different approaches to classroom inquiry, focusing on methods teachers can use investigate their students' learning and their own development as teachers. A few of the twenty or groups are discipline-based; most groups are school-based. Teachers participating in these groups sh a commitment to improving their own practice and the success of their students.

CRESS staff works with teacher researchers to prepare teacher research papers for publication Windows On Our Classrooms. Recent papers have focused on teachers' investigations of primary gra student writing, discipline-based arts instruction, and middle school policies regarding homework.

Groups of six to eighteen participants meet twice a month for about two and one-half hours each tim The year-long course is available for credit through University Extension. During the fall quart teachers begin keeping field notes of events in their classrooms, recording observations and reflectio on a regular basis, and collecting samples of student work if pertinent. During meetings, they discuss t patterns and themes that emerge from field notes and generate research questions that they then exami

in more detail during the remainder of the year. Throughout the year, teachers continue to obser students, collect data, analyze their findings, and engage in discussions with colleagues. They prep draft reports in the spring for review with their colleagues and do subsequent revision prior to submitti completed studies in June.

CRESS supports teacher research in a number of ways. Group facilitators are invited to mont meetings to discuss their group's activities and to receive information regarding upcoming events. T or three meetings are scheduled each year to address special areas of interest, such as portfo assessment or grant writing. These special interest meetings are open to the entire network and th guests. Each spring CRESS sponsors a weekend symposium on teacher research, "Voices from t Classroom," in Monterey, CA that attracts teachers from all over California, parts of Nevada, and sponsored visits from action researchers from Wisconsin. The culminating activity each year is a sup seminar when teachers come together to share their work with one another. Selected studies published as anthologies (see Collections of Studies).

Visit the CRESS website at: http://education.ucdavis.edu/cress/ There you will learn about projects a programs supported by the center, be able to browse a bibliography of books available in the CRE Teacher Resource Library, or review the Guidelines for Conducting and Publishing Teacher Resear that CRESS has developed.

For more information about the network, contact Pam Castori, Coordinator, Teacher Research Progra CRESS Center, Division of Education, University of California-Davis, Davis, CA 95616, (530) 7 4284, or pscastori@ucdavis.edu.

Action Research for School – Community Partnerships
Milwaukee Public Schools
University of Wisconsin-Milwaukee, Center for Urban Community Development
Milwaukee, Wisconsin
This innovative community education project engages community members in a year-long planni effort among school teachers, administrators, parents, community residents, and representatives of neighborhood organization. This collaborative effort brings together teachers, administrators, paren and community residents to design and implement projects to meet their common interests.

One project involved the design and implementation of a dual campus for grades K-8. The t campuses include an elementary school and the opening of a second school facility that was origina owned by the Catholic Archdiocese. The school / community planing focused on broadening K schooling into after-school programs for youth, adult education, community services and relat activities. As part of this planning effort, an action research seminar has been organized for t participants. This class provides a vehicle within which the participants can reflect and assess t progress being made in their planning efforts. The class also provides a place to raise, discuss a resolve difficult issues that surface. As a learning community, members assess their own needs, set th own goals, design and undertake their own projects, and collect information to assess their o performance and impact on the school, families, and community.

For more information on this and other action research projects contact Dan Folkman, University Wisconsin-Milwaukee at (414) 227-3285.

Classroom Action Research (CAR) Program
Madison Metropolitan School District (MMSD)
Action Research of Wisconsin (AROW) Network
University of Wisconsin, Madison

Madison, Wisconsin
The CAR program is administered as part of a comprehensive staff development in MMSD. In 19 after two small pilot efforts, money was obtained to support teachers' meetings by linking classro action research to district priorities. Eight teachers became a core beginning group of action researcher The funds were used to provide release time for teachers to meet, reflect, research, and write. B program administrators and participants consider the meeting time, during the school day, a vi component of the process. (Caro-Bruce & McCreadie, 1995)

The program has grown from the one initial group in 1990-91 to eight groups meeting during the 19 2000 school year. Over three hundred teachers in the district have now been involved in the C program. Participants apply each spring for the following school year. The group funding, primarily substitutes, materials, and anthology printing costs has evolved into a complex grid of support from up a dozen different sources of both soft and hard money.

Groups range in size from four to ten participants, and are guided by pairs of facilitators who are eit teachers experienced in action research or district staff developers. Facilitators create a safe environm for collaboration, provide information about action research, guide the development of research plans a support participants. Groups meet away from school campuses in professional buildings that minimi distractions, maximize focus, and contribute to a sense that the work being done is of importance. T district provides six full days of release time for each participant, split over eight mornings and two f days, spread approximately monthly over the school year.

Final written studies for each group are published as an anthology. Participants are encouraged to sh their research at staff meetings, conferences, and submit articles for publication elsewhere. Compl anthology sets are sent to each school in the district for use in professional libraries.

A consortium of representatives from Madison area schools, colleges and universities gather to furt conversation about opportunities for teacher professional development. Called the Action Research Wisconsin (AROW) Network, the group has developed a mission statement, supported an annual acti research conference, and developed a newsletter.

For more information about the CAR program, the AROW Network, and collaboration with Univers of Wisconsin-Madison, contact Cathy Caro-Bruce, Staff and Organization Development, 545 W. Dayt Street, Madison, WI 53703, (608) 266- 6456, or ccaro- bruce@madison.k12.wi.us or Ken Zeichn University of Wisconsin-Madison, (608) 263-4651, zeichner@education.wisc.edu

Greater St. Louis Action Research Collaborative (ARC)
Educators in the St. Louis Area Affiliated with a variety of institutions
St. Louis, Missouri
In the fall of 1992 teacher educators across several universities and colleges began meeting together fo number of reasons. They had a common desire to develop a forum to discuss their individual teachi dilemmas within their teaching, and receive feedback. They had an interest in learning from each othe work to expand their own perspectives. Finally they hoped to share their action research work a explore possibilities of forming a wider action research consortium in the community.

Since then educators in the St. Louis metropolitan area have been supporting, learning about, and shari the action research process in a number of ways. The collaborative was formalized in 1994 with t hiring of a coordinator, formation of an executive committee made up of four teachers and two teac educators, and receipt of private foundation support. The St. Louis community has five teach professional development programs which integrate action research into their teaching / learning proc (Teachers' Academy, Educational Leadership and Action Research, Landmarks, Gateway Writi Project, and National-Louis University). Members of each of these were concerned that graduates these programs had no network with whom they could continue to discuss their continued acti research.

The collaborative has initiated and supported a number of activities that range from interest groups conference sponsorship. Over one hundred mini-grants have been awarded over a five-year period teachers in the greater St. Louis area who study their practice. Groups that have been supported includ teacher educator interest group that shared papers and articles related to action research, administrator's group which considered structural issues and barriers to implementing action resear and listened to teacher researchers present their work, and a teacher interest group focused on issues conducting research while teaching.

In addition, a Reflective Practice Seminar series, a Developing Leadership in Action Research Institute and an Action Research Evaluation strand have emerged. The Evaluation group created a manual of standards for action research and has reviewed over one hundred action resear reports. The full text of twenty- four reports is available on the Collaborative website http://into.csd.org/www/resources/arc/arc.html Information about the collaborative is available fr Marilyn Cohn, Washington University, (314) 935-6780.

Teacher Study Groups
The Lawrence School
Brookline, Massachusetts
For over a decade the Lawrence School, a culturally diverse public elementary school in Brookline been a very active place for teacher research. Three teachers started the program and continue organize and facilitate two after- school study group sessions. The study groups, one focused individual students and the other on children's literature, have involved fifteen Lawrence teachers o voluntary basis.

The individual child study group uses a highly structured protocol faithfully adhered to at each meeti that consists of informal conversation, followed by focus on a particular word or question. Chair a note taking responsibilities rotate among group members. A particular talk protocol called "rounds" then used to structure the discussions, which involves everyone in the circle having a chance to spe before any cross-circle discussions are allowed. At the end of each session the chair summarizes t content of the meeting.

In contrast, the children's literature group uses a very informal style of conversation rather than followi any structured kind of protocol. The topics of these meetings involve discussions of children and th learning in relation to commonly read texts or theme-based literature.

Although both study groups provide significantly different models of teacher inquiry, both create physical and intellectual space away from the hectic pace of the school day where teachers can sl down and reflect about issues of teaching and learning.

Several key factors have been linked to the success of the Lawrence School program. Attendance voluntary and sustained over a long period of time. The knowledge teachers bring to the experience valued. Teachers are encouraged to problematize their assumptions. Group sessions have a focus mission known by all participants. Teachers autonomously control this professional developm process leading to a commitment to invest in self-examination and improvement.

For more information about these study groups, contact Karen Gallas at kgallas@bsfcs.org.

The Inquiry Seminar
The Learning / Teaching Collaborative
Edward Devotion School, a Brookline public elementary school
Graduate School at Wheelock College
Harvard Graduate School of Education
Brookline, Boston and Cambridge, Massachusetts

The Collaborative is a teacher- initiated Professional Development School started in 1987 by t classroom teachers, Vivian Troen and Katherine Boles, in the Edward Devotion School, a Brookli public elementary school. The goals of the collaborative are to improve the work of teachers, reform p service education, and mainstream special needs students more effectively into regular classroo (Boles, 1991). Troen and Boles arranged a partnership with the Graduate School at Wheelock College conduct intense pre-service teacher education at the school site. They designed a team-teaching mo that altered the organization of instruction, mainstreamed special needs children, and created n professional roles for classroom teachers in research, curriculum development, and teacher traini during the school day. They call this last component Alternative Professional Time (APT), whi provides classroom teachers with one day a week (six hours) away from teaching duties to assu alternative roles as curriculum writer, researcher, or student-teacher supervisor / college teacher.

In the spring of 1995, ten teachers from the Edward Devotion School made a commitment to form t seminar as a vehicle for enhancing their APT work. Mieko Kamii, Director of the Center on Colle School, Community Partnerships at Wheelock agreed to share her broad knowledge of teacher learni and became the seminar's facilitator. The groups meet during the school day once every three weeks three-hour sessions for the presentation of individual members' research. The seminar format inclu forming an agenda and having two or three members present their work. Participants prepare by readi something written and distributed to group members by each presenter. The Tuning Protocol (Allen McDonald, Coalition of Essential Schools) provides a structure for reflecting out loud about a teach presenter's work and consists of: asking clarifying questions, giving "warm" supportive feedba providing "cool" more distanced comments, providing time for presenter reflection and response, a group debrief and discussion (Allen, 1995).

For more information about the Inquiry Seminar, contact Katherine Boles, Learning and Teachi Coordinator of Spencer Research Training Program, Harvard Graduate School of Education, Cambrid MA, (617) 496-0948 or katherine_boles@harvard.edu Also see Troen, Kamii & Boles (1997).

Practitioner Dissemination and Research Network (PDRN)

National Center for the Study of Adult Learning and Literacy (NCSALL)

Connects researchers from: Harvard, Rutgers, Portland State University, University of Tennessee a World Education, to practitioners in Rhode Island, Massachusetts, New Hampshire, Vermont, Mai Virginia, Kentucky, Georgia and Tennessee. Plans are to expand to 16-20 states by the end of a fi year period.

Launched in 1997, the network seeks to function as a channel for communication and collaborati between NCSALL researchers and practitioners through dissemination of information, development working relationships, and sharing ideas on making research accessible to practitioners.

NCSALL is a collaboration between the Harvard Graduate School of Education and World Educatio The organization pursues basic and applied research in the field of adult basic education, buil partnerships between researchers and practitioners, disseminates research and best practices practitioners, scholars, and policymakers, and works with the field to develop a comprehensive resear agenda.

NCSALL currently offers two publications aimed at improving communication among researchers a practitioners. Focus on Basics is a quarterly magazine featuring articles written by practitione researchers, policymakers and staff developers. Subscriptions are available for $8.00 per year, and te can be downloaded from the NCSALL website at: http://hugse1.harvard.edu/~ncsall. The annual Revi of Adult Learning and Literacy features scholarly reviews of major issues, current research and b practices of adult learning and literacy.

In addition to its publications, NCSALL has created the Practitioner Dissemination and Resear Network as a direct link between research and practice. Through the network practitioners can provi input on research design and dissemination, apply research, field test models and assist with resear projects. Briefs of projects are available, with invitations to practitioners to collaborate.

Contact David Hayes for more information about Rhode Island's involvement with the network a connected practitioner-generated inquiry work at (401) 331-9261 or PDRN RI@aol.com. To learn m about the network check this website and navigate the numerous links to related resources and projects: http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/pdrn.html

Adult Education Teacher Inquiry Projects
Education Department, University of Rhode Island
Rhode Island Literacy Resource Center and the Rhode Island Department of Education
Rhode Island
Adult Education Teacher Inquiry Projects have been supported in Rhode Island by funding obtain through section 353, Special Projects / Professional Development, of the National Literacy Act of 199 A first round of projects was undertaken in the spring of 1996, followed by a second round the followi spring.

Practitioners throughout the state are invited to submit questions they wish to explore during each rou of the inquiry process; and at the end of each cycle come together to share their findings. Th participate in an orientation session at the beginning of each round of inquiry, during which informati about practitioner- based inquiry is shared, suggestions made and guidance given towards t development of their projects. Participants meet monthly. Reports of many of the projects undertak between1996 and 1999 are available on-line.

For more information about the inquiry projects contact Janet Isserlis, Director of the Literacy Resour Center at (401) 863-2839.

Teacher Researcher Network
Fairfax County Public Schools
Fairfax, Virginia
This grassroots, teacher- driven network provides time for teachers to work with their colleagues research projects with assistance from experienced teacher researchers. Teachers develop resear questions based on their curiosity about teaching and learning in their classrooms and examine th underlying assumptions about teaching and learning. They systematically collect data from and w their students, analyze and interpret data with the support of fellow teacher researchers, write about th research, share their findings with students, colleagues, and members of the educational community, a assume responsibility for their own professional growth.

The Network provides support for practicing teacher researchers and educates others about their work. initiated a newsletter, available on the web, which serves as a link among teachers. A database direct other local teachers engaging in research and information about their studies, programs to e administrators, teachers, and parents about the work of teacher researchers, and a course for school- teacher research leaders have been developed. Each spring, Fairfax County Public Schools spon conference in collaboration with the Greater Washington Reading Council, and the Northern V Writing Project. This conference provides a forum for over forty presenters and two hundred fifty edu to discuss research studies on teaching and learning.

Copies of completed studies by teachers from the network are available at the Professional Library 503-7420. For additional information contact Denny Berry, Department of Instructional Services, Of Staff Development, Fairfax County Public Schools, at (703) 208- 7825, e- mail the current n coordinators Betsy Sanford at betsy_sanford@fc3.fcps.k12.va.us or Kathy Herman hermann@fc.fcps.k12.va.us. Visit the website at www.fcps.k12.va.us, press index, then press t research, or go directly to: www.fcps.k12.va.us/superintendent/ProgramEvaluation/oesptchr/index.htm

School Research Consortia (SRC)
University of Georgia and surrounding school districts
University of Maryland and surrounding school districts
Two consortia exist as collaborations between universities and teacher research groups in school distri surrounding them. From the outset, researchers at both universities have been committed to f partnership with teacher researchers. The National Reading Research Center (NRCC) supports the S connected with each site by providing funding and other requested support including workshops research methods. In these groups, teachers "gather 'round the kitchen table," (Koskinen, 1995, Readi Teacher) and their talk alternates between personal and professional issues.

Patterns relating to reasons to meet, processes that evolve, and impact on educators and education ha begun to emerge from study of the interactions between the thirty-six schools based and four univers based researchers in the University of Georgia-affiliated SRC. Teachers see an impact on students, a university-based researchers are learning new roles.

For information on specific projects or the structure of the consortia, contact Patricia Koskinen, Natio Reading Research Center, University of Maryland, 2102 J. M. Patterson, College Park, MD 20742 pk21@umail.umd.edu

League of Professional Schools
University of Georgia
Schools and Teachers in Georgia
Georgia
The League of Professional Schools, begun in 1989, is founded on a belief in the power of democra purposes and principles to guide school renewal. Their mission is to create schools that are democra learning communities that are student-centered and focused on improving teaching and learning for a The League promotes a three-part framework for renewal that guides its member schools' efforts bringing its mission to life.

The framework consists of a (1) covenant of teaching and learning that is brought to life following a shared governance process that is informed by the school's own (3) action research. A covenant teaching and learning captures the beliefs that people in a school and its immediate community h about exemplary teaching and learning. A school's goals, objectives, activities, curriculum, a instructional practices are filtered through the questions: Are they within the letter and spirit of covenant?

Shared governance is the process through which people democratically decide what policies, activiti groups, and structures are put in place to bring their covenant of teaching and learning to life. The shar governance process includes agreements as to how decisions are made and what roles administrato teachers, staff, students, parents, will assume, and community members.

Action research is the process of collecting data about the school and using the findings to ma informed decisions about bringing some part of the school's covenant to life. There are three basic kin of action research that can be employed: (1) individual research, where a teacher conducts research her/his work in bringing some part of the school's covenant to life, (2) collaborative research, wh several classroom teachers work together to bring some part of the school's covenant to life, and school-wide research, where everyone in the school works together to bring some part of the schoo covenant to life.

Visit the League's website for more background information on the League's vision, how to join t League, and publications and services available at: www.lps@coe.uga.edu For more information ab the League, contact Lew Allen, University of Georgia, (706) 542-2516, or lewallen@arches.uga.edu.

Adult Literacy Staff Development Project
University of Georgia, River's Crossing
Athens, Georgia
For several years the Adult Education Department at the University of Georgia has worked closely w the Office of Adult Literacy to design, implement, and continuously improve a statewide system of st development for adult literacy educators. One component is a Statewide Practitioner Inquiry Networ The network will consist of fifteen full-time teachers from as many as fifteen school districts to creat community of teacher researchers in Georgia. The intent is to provide a long-term, intensive learni opportunity for teachers who exhibit the potential to devise solutions to complex local problems w implications for the larger field of adult literacy in Georgia. A website for the network is currently un construction. Learn more by visiting: http://www.coe.uga.edu/adulted/staffdev/

ON-LINE SITES

Action Research Network, Ireland. This network is made up of a variety of researchers -people w work in schools, colleges, banks and civil service among others. The site contains recommend readings, news and links to other sites at: http://ireland.iol.ie/~rayo/

Action Research Page. This is a listing of links to articles and other resources connected to acti research. It is developed and maintained by Martin Ryder, School of Education, University of Colora at Denver. Contact Martin at mryder@www.cudenver.edu or connect directly to the site http://www.cudenver.edu/~mryder/itc/act_res.html

Action Research Resources. This site provides links to about forty other sites that have an acti research focus. It was developed and is maintained by the University of Minnesota Extension Servi and is located at:
http://www3.extension.umn.edu/people/fhoefer/educdsgn/actresrc.htm.

Adult Education Teacher Inquiry Projects and Related Research Resources. This page provi information about and reports of locally (Rhode Island, USA) undertaken practitioner-based inquiry a research work, as well as links to information developed around the world related to language a literacy development.
http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/inquiry.html

Aelaction is a free, facilitated forum for sharing ideas relating to action research. Aelaction links t wisdom that teachers bring to "net" discussions with current knowledge from research. To subscri send an e-mail message to majordomo@ael.org. Leave the subject line blank. In the body, ty "subscribe aelaction" followed by your e-mail address. Do not include a signature file. You will notified by return mail of your subscription and receive a welcome letter and list of other helpful e-m commands. Visit AEL's web site at www.ael.org, then go to "Take me to" and click on "action researc for changing information on approaches and resources. Also see aelaction co-facilitator Doug Flemin web site, especially the resources page with six action research titles you can downlo www.tiac.net/users/dfleming/resources.html

Allan Feldman's Reading List and Course Syllabus. Allen is a science educator who has placed line the materials he uses to teach an action research course at University of Massachusetts http://www-unix.oit.umass.edu/~afeldman/AR.reading.list.html Contact Allan afeldman@educ.umass.edu

Ask ERIC Homepage: This site is invaluable to practitioner researchers who can locate publicatio from their home computer. The site contains research reports, conference reports, U.S. fund educational study findings, U.S. government statistics, curriculum guides, and pamphlets. Most available in full text. Explore at: http://ericir.syr.edu

Best Pick Resources on Action Research. This site lists books, media and electronic resources http://tiac.net/users/dfleming/resource/arbib.html For more information contact Douglas Fleming, dfleming@tiac.net or (508) 582-4217.

Bob Dick, School of Social and Workplace Development, Southern Cross University, Austra maintains a number of websites that address action research issues. **Action Research Links** is "deliberately selective list of sites offering links and resources relevant to action research, acti learning, and other related topics with direct access http://www.scu.edu.au/schools/sawd/ari/links.html **Action research and evaluation on-line (AREO** is a 15-week public course offered each semester as a public service by Southern Cross University a the Institute of Workplace Research Learning and Development with access fro http://elmo.scu.educ.au/schools/sawd/areol/areol-home.html **Action Research Resources** contains f text papers and case studies associated with the on- line course http://elmo.scu.edu.au/schools/sawd/arr/arr-home.html **ARLIST** is an electronic forum where peo can discuss issues about the theory and practice of action research. It is accessible to anyone connect to the Internet. Topics on ARLIST include: issues in theory and practice, action research methodologi useful resources, and announcements. To subscribe, e-mail the message "subscribe arlist" to arli request@psy.uq.oz.au **Actlist-L** is an action technologies mailing list that covers action research, acti learning, action science and related research methodologies http://www.scu.edu.au/schools/sawd/ari/atlist.html
Armnet-L is a mailing list for discussion of issues related to action research, specifically as a resear methodology at: http://www.scu.edu.au/schools/sawd/ari/armnet.html For more information about a of these sites contact Mr. Bob Dick at telephone: 02 6620 3359 or bdick@scu.edu.au

Center for Action Research in Professional Practice at Bath, U. K. has this site with access to Pe Reason's and Jack Whitehead's websites, publications, description of the postgraduate program in acti research offered at Bath, and archives of action research reports at: http://www.bath.ac.uk/carpp/

Collaborative Action Research Network (CARN) located at the University of East Anglia, has a s for educators at: http://www.uea.ac.uk/care/carn/

COMM-ORG. On this page you will find links to action research resources and projects involvi communities, sometimes in partnership with universities, to change the social and economic conditio inside and outside of their communities at:
http://uac.rdp.utoledo.edu/comm-org/research.htm

Collaborative Research and Extension Services for Schools (CRESS) Center at University California, Davis has a newly created site for teacher researchers. Contents include a progr description, a calendar of events, introduction to currently running teacher research groups, a sam recruitment flyer, information on the annual conference in Monterey, CA, institutes offered to teac researchers supported by the center, descriptions of funded CRESS Presidential Grants, anthologies selected teacher research studies, CRESS guidelines for publication, ethical standards for resear listserve links, and a bibliography. The site is located at: http://education.ucdavis.edu/cress/

Developing Inquiring Communities in Education Project (DICEP), is a site containing links members of this group of teachers and learners with interests from Grade One to University levels w are committed to promoting inquiry as a key mode of learning and teaching at all levels of educatio The site also offers links to papers by current and former members on classroom inquiry, buildi communities of inquirers, teacher development, approaches to inquiry, analysis of discourse, a sociocultural theory and education. The site is located at: http://www.oise.on.ca/~ctd/DICEP/

Educating as Inquiry is a site by Judith Newman, educational consultant and author of Interwov Conversations and other works about teacher action research, who lives in Halifax, Nova Scotia a teaches distance education and on-line courses. Visit the site at: http://users.andara.com/~jnewman/

Education-line: This is part of the electronic libraries programme from Brotherton Library, Univers

of Leeds, UK. It contains conference proceedings, news, and slideshows, some of which address acti research issues. Located at: http://www.leeds.ac.uk/educol/

Global Anthological Journal of Action Learning (GAJAL) provides leading edge news, concept papers, experiential papers and discussion documents. It is created by and for those dedicated to purs of personal and organizational excellence through action learning. Located at: http://www.fr press.com/journals/gajal/welcome.htm

Greater St. Louis Action Research Collaborative (ARC) website contains a database of juried acti research project descriptions from kindergarten to postsecondary and links to other sites http://info.csd.org/www/resources/arc/arc.html

Inquiry Tools for Teachers from the Coalition for Essential Schools (CES) Project Improvi Instruction Through Inquiry and Collaboration (IITIC). This is a project through which the South Maine Partnership and the CES Northwest Center each work with three local schools to assess a improve classroom instruction. The site offers a variety of materials including early drafts of teac questions, criteria for researchable questions, ways to refine research questions, what counts as data, et Visit this site at: http://www.essentialschools.org/projects/iitic/iitictools.html

KnowledgeLoom / Best Practices On- Line Focus Groups Summary (July 1999) contains d collected through an on- line focus group discussion conducted by LAB at Brown University fr March- July 1999. Questions and summary responses are available for perusal http://ww.lab.brown.edu/bpo/focus/welcome.shtml

National Writing Project has a teacher research page in progress. They are collecting bibliographies teacher research materials and invite you to contribute at: http://nwp.berkeley.edu.

Pamela Lomax's Homepage: Although still under construction, this site contains a publication list, invitation to comment on work in progress, and will in the future have a listing of M.A.'s earned throu practitioner research and a list of action research dissertations. Visit the site http://www.bath.ac.uk/~edsajw/lomax/.

Participatory Action Research Network (PARnet) is a site supported by Cornell University with electronic forum, links to other websites, and a calendar of events connected with action resear worldwide. Access at: http://www.parnet.org.

Participatory Action Research Sites are available as links off this site which is edited by Dr. Ron Stutzman, Department of Sociology, Social Work and Anthropology at Goshen College, Goshen, 46526: http://www.goshen.edu/soan/soan96p.htm

Self- Study of Teacher Education Practices Herstmonceux Conference, August 1996. This s contains a collection of papers presented at the conference, conference notes and other resources action and teacher research. It was edited by Janet Richards, University of Southern Missouri, a produced by Tom Russell, Queens University and Alan Hyde of Hyde Publications, Bournemouth, U and is located at:
http://educ.queensu.ca/projects/action_research/castle.htm

Swearer Center for Public Service is located at Brown University in Providence, Rhode Island. T Center believes that Action Research is an effective, innovative way to connect academic study with t vital concerns confronting our nation and the world. The Center webpage has been developed to provi a practical history of action research and some resources for developing action research programs. Lin to Action Research projects at Brown University have been included, as well as to a number of ot websites that involve work with action research. Locate the site at:
http://www.brown.edu/Departments/Swearer_Center/academics/action.shtml

Teacher Inquirer is an on-line forum for teachers to share and read teacher research reports, support by the British Columbia Teachers' Federation. Guest editors are invited. Links to other sites provided as well at: http://www.bctf.bc.ca/inquirer/

University of Mississippi supports a teacher research website that highlights an index to current resear projects and information about an annual teacher research conference at: http://www.olemiss.edu/c bin/htsearch

Madison Metropolitan School District web page. Voices of Madison, abstracts of Madison classro action research studies completed from 1989-1998, articles about action research, and soon copies of t Action Research of Wisconsin Network Newsletter will be available on-line. Locate these materials clicking on staff development and then classroom action research at: www.madison.k12.wi.us

Xtar is a telecommunications discussion group designed to enable teacher researchers to share their id with colleagues in schools and universities all over the world. Anyone involved in classroom inquiry welcome to participate. To subscribe send a message to listserv@lester.appstate.edu. Skip the subje Leave a message stating "subscribe XTAR" and include your name. For help contact William Blanton,
blantonWE@conrad.appstate.edu

JOURNALS

Action Research International is an on- line, refereed journal that can be subscribed to http://elmo.scu.edu.au/schools/sawd/arc/ari-home.html

Democratic Education is a publication of the Institute for Democracy in Education, College Education, Ohio University, 313 McCracken Hall, Athens, OH 45701-2979 or (740) 593-4531 democracy@ohiou.edu. There are six categories of membership ranging in price from a student f of $25.00 to an international cost of $50.00. Members of IDE automatically receive subscriptions Democracy & Education and other publications, reduced conference fees, and access to ID curriculum and resource library. Member e-mail addresses will be subscribed to IDE's natio listserv, unless otherwise requested.

Educational Action Research, Triangle Journals LTD, PO Box 65, Wallingford, Oxfordshire OX OYG Oxfordshire, United Kingdom or journals@triangle.win-uk.net

Education & Social Change, an on-line journal at:
http://www-gse.berkeley.edu/Admin/ExtRel/educator/

Global Anthological Journal of Action Learning (GAJAL). The team at GAJAL is seeking articles for publication. News items, viewpoints and reports are also welcome from action learners worldwide. Contact Anne Christie, Editor, at achristie@irdc.com or go directly to the journal page at: http://www.free-press.com/journals/gajal/

Harvard Education Review welcomes writing of adults and students who have first- ha experiences with teaching and learning. They are interested in articles focused on what you ha learned through your practice and/or research. See the website for guidelin http://hugse1.harvard.edu/hepg/her.html or call (617) 495-3432.

Networks: On-Line Journal for Teacher Research is a place for sharing reports of teacher acti research from K-postgraduate educators. Submit articles to: The Managing Editor, NETWOR Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, Univers of Toronto, 252 Bloor Street West, Toronto, ON CANADA M5S 1V6 or to networks-j@oise.utoronto.

Ontario Action Researcher is a refereed electronic journal for elementary, secondary and univers teachers. Produced through a partnership of the Grand Erie District School Board, the Elementary Teachers' Federation of Ontario, and Nipissing University. Located http://www.unipissing.ca/oar/oarHOMEPAGE/webhomepg.htm

Rethinking Schools is an independent journal written by parents, teachers and education activi committed to achieving equity and social justice in public school. It is published by Rethinki Schools Limited, a non-profit, tax-exempt organization. It is listed in the Alternative Press Index. one-year subscription is $12.50. Bulk order subscriptions are available at substantially reduc prices. Contact Rethinking Schools, 1001 E. Keefe Ave., Milwaukee, WI 53212 or (414) 964-96 or FAX (414) 964-7220. Send Editorial e-mail to: rethink@execpc.com or Subscriptions a business e-mail to: RSBusiness@aol.com. Rethinking Schools is available on-line www.rethinkingschools.org

Teacher Research, The Journal of Classroom Inquiry, Editors Brenda Power, University Maine, Orno and Ruth Hubbard, Lewis and Clark College, Portland OR. This journal balan research reports with thoughtful articles about classroom inquiry. The editors are interested teachers' reports of research findings from their own classrooms, as well as honest and perso accounts of teachers in the midst of completing research studies, solving problems of time a technique. Published semi-annually with the support of the University of Maine. Subscriptio available for $20.00 per individual and $45.00 per institution. Contact Teacher Research Journ Johnson Press, 49 Sheridan Avenue, Albany, NY 12210.

Teaching and Change, is a joint publication of the NEA Professional Library and Corwin Press t publishes teacher studies. Contact them at NEA, 1201 16th St. NW, Washington DC 20036, (202) 8 7785. E-mail to: order@corwinpress.com or call (805) 499-9774 or FAX (800) 4-1-school. $20. annually to NEA members or $40.00 for non-members.

Teaching Today for Tomorrow is a journal about education and teaching published by Seven Oa School Division, Winnipeg, Manitoba. You may enter the on-going professional conversation contributing to the next issue. Articles vary from three to ten pages. Contact the editorial committee ttt@elmo.7oaks.org
The website is located at: http://www.7oaks.org/ttt/

Voices from the Field is an interactive website designed as a forum for telling stories of reform in the words of practitioners. It is developed and supported by the Northeast and Islands Regional Education Lab at Brown University. An archive of studies is under construction on this site. It is located at: www.lab.brown.edu/voices/contact.shtml

BEST COPY AVAILABLE

COLLECTIONS OF PRACTITIONER RESEARCH STUDIES

Alaska Teacher Research Network
There are three volumes of the collected work of network teachers, entitled, The Far Vision, The Cl

Look (1990, 1992, and 1994). To order these studies contact Shirley Kaltenbach, University P Elementary School, Fairbanks North Star Borough School District, Box 83094, Fairbanks, AK 997 (907) 455-6239, or upkfsak@northstar.k12.ak.us or Terri Austin at tla@ptialaska.net

CASAS OAR Database
This collection of on-line action research (OAR) reports and summaries written by adult educati practitioners in the United States is part of a project the U.S. Department of Education has awarded to t Pelavin Research Institute in conjunction with CASAS. CASAS has responsibility for developin national action research network and database for adult educators. The OAR project is an opportunity share results of action research with other professionals in adult education, network with other ad educators doing action research, contribute to the growing collection of action research in ad education. Studies can be searched by state, topic, or research setting. Learn how to use the database http://www.casas.org/oar.htm

CRESS (Cooperative Research and Extension Services for Schools) Center, Teacher Resear Studies, University of California, Davis. A series of anthologies of selected studies entitled Windows Our Classrooms 1-6 (1988-1996) are available, some of which are dedicated to particular content ar such as writing or science and math. For ordering information contact Pam Castori, Coordinator Teacher Research, The CRESS Center, Division of Education, University of California, Davis, 95616-8729, FAX 530-752-6135, pscastori@ucdavis.edu

Fairfax County Public Schools, Fairfax, VA
A bibliography of abstracts entitled, "Teaching, Learning, and Collaborative School Planning, Bibliography of Indexed Abstracts of Articles and Studies by Fairfax County Teachers a Administrators" (1993), VA: Fairfax County Public Schools, contains information about studies articles written since 1985 as a result of teacher-researcher and collaborative groups in Fairfax Cou schools. This compilation is largely the work of Marion MacLean and Gretchen Portwood. For a co of the abstracts contact the Fairfax County Schools, Office of Research and Policy Analysis, Walnut Center, 7423 Camp Alger Ave., Falls Church, VA 22042. Once you have located an article you wo like to read, copies are available from the Librarian at the Fairfax County Public Schools Professio Library at Fairfax High School (703) 503-7420.

Initiatives for Educational Transformation (IET) publishes individual and collaborative teac research studies produced in the Master in Education program at George Mason University. Cont Sharon Gerow, Director, Teacher Researcher Center c/o IET George Mason U-Prince William, 79 Donegan Dr. Manassas, VA 20109, (703) 993-8320, sgerow@gmu.edu

Madison Metropolitan School District Classroom Action Research Studies
In R. Marion, (1997). Voices from Madison: Issues and Ideas from Inside Schools, School Practition Speak Out on Teaching, Learning and Knowing, WI: Madison Metropolitan School District, there i searchable index of abstracts for classroom action research studies completed by Madison teachers sin 1990. The Voices publication is also available online at: http://madison.k12.wi.us/sod/car/abstract/htm

After selecting abstracts of interest, full studies are available as a collection from each action resear group. Groups are formed around either roles in schools (e.g. Principals, Library Media a Technology), or grade level (e.g. Elementary, Middle, and High School), or issues of interest to teach and the school district (e.g. integrated curriculum, race, class and gender, English as a second langua meeting the needs of all learners). There are currently over twenty-five different volumes available fo nominal copying fee, each containing 4-10 individual studies. Contact Cathy Caro-Bruce, Staff

Organization Development, Madison Metropolitan School District, 545 W. Dayton St., Madison, 53703, or ccaro-bruce@madison.k12.wi.us, or (608) 266-6456 to order the abstracts or collections studies.

An additional 15 studies are available from the Madison Logo Action Research Collaborative (MLAR focused on the use of the Logo software by contacting Nan Youngerman, Crestwood School, Madis Metropolitan School District, (608) 231-4550.

St. Louis Action Research Collaborative, "Show Me" Action Research Database. Selected repo are available at: http://info.csd.org/WWW/resources/arc/arc/html

Educational Action Research On-line journal (see journals listing) with action research proje downloadable as PDF texts. Ordering information for hard copy format also availab journals@triangle.win-uk.net

FUNDING SOURCES IN SUPPORT OF ACTION RESEARCH

Associations Unlimited provides descriptions of more than 144,000 nonprofit membership organizatio of international and US national, regional, state, or local scope of interest, including professio societies, trade associations, and more. If search skillfully, this database can sometimes be effective locating funding for diverse types of projects and interests. Produced by Gale Research.
Web access: http://galenet.gale.com/m/mcp/db/aunir/index.html

Foundation Center Cooperating Collections are free funding information centers. These independ national service centers were established by foundations to provide an authoritative source of informati on foundation and corporate giving. There are five primary centers in New York, Washington, D Atlanta, Cleveland and San Francisco, and cooperating collections in libraries, community foundatio and other nonprofit agencies that provide a core collection of publications. The foundation maintain database that is useful for finding specific funders and grantmaking trends in selected areas. It contai thousands of bibliographic citations and abstracts to numerous resources indexed by the staff of t Foundation Center. Web access: http://fdncenter.org/onlib/lnps/index.html
To check on foundation locations nearest you call toll-free 1-800-424-0094.

Grants for Individuals: Electronic Resources. An excellent site from Michigan State Univers Library's Librarian, Jon Harrison, Foundation Center Cooperating Collection Supervisor. W maintained, informative, and current.
Web access: http://www.lib.msu.edu/harris23/grants/3electro.htm

International Reading Association's Teacher as Researcher Grant. This grant program suppo classroom teachers in their inquiries about literacy and instruction. Grants will be awarded up to

$5,000, although priority will be given to smaller grants of $1,000 to $2,000 in order to support as ma teacher researchers as possible. Completed applications are due October 15. For applications guidelin contact Research & Policy Division, International Reading Association, 800 Barksdale Road, PO B 8139, Newark, DE 19714-8139, USA. (302) 731-1600 ext. 226, FAX (302) 731-1057.

National Council of Teachers of English (NCTE) awards grants to teachers to support research student learning in their classrooms. The teacher researcher program has existed since 1984. It off grants of up to $2500.00 to teacher researchers. Grant recipients are encouraged to submit artic describing their work to appropriate journals, including Research in the Teaching of English, Langua Arts, and English Journal. NCTE Research Foundation Trustees sponsor programs featuring teac researchers at NCTE's Annual Convention and Spring Conference. For details about the grants, wr Project Coordinator, NCTE Research Foundation, NCTE, 1111 W. Kenyon Road, Urbana, IL 618 1096, or phone (800) 369-6283 x 3610.

Spencer Foundation Program for Practitioner Research. This program provides opportunities action researchers to receive financial support for their inquiries. There are both small grants and a lar grant program. Contact: The Spencer Foundation, 900 N. Michigan Ave. Suite 2800, Chicago, 60611-1542, (312) 337-7000.

BOOKS & BOOKLETS

Allen, J. (Ed.) (1999). Class actions: Teaching for social justice in elementary and middle school. N Teachers College Press.

Anderson, G. L., Herr, K., & Nihlen, A. S. (1994). Studying your own school: An educator's guide qualitative practitioner research. CA: Corwin Press, Sage Publications.

Anisur Rahman, M. (1993). People's self-development: Perspectives on participatory action research. Zed Books.

Aoki, T. (Ed.) (1990). Voices of teaching, monograph #1. Canada:British Columbia Teache Federation.

Association for Supervision and Curriculum Development. (1995). Action research: Inquiry, reflecti and decision-making. Alexandria, VA: Association for Supervision and Curriculum Development.

Atweh, B. Kemmis, S. & Weeks, P. (Eds.) (1998). Action research in practice, Partnerships for soc justice in education. NY:Routledge.

Becker, H. (1984). Writing for social scientists. IL: University of Chicago Press.

Bell, G., Stakes, R. & Taylor, G. (1994). Action research, special needs, and school developme London: David Fulton Publishers, Ltd.

Bissex, G. & Bullock, R. (1987). Seeing for ourselves: Case-study research by teachers of writing. N Heinemann.

Bissex, G. (1996). Practical truths. NH: Heinemann.

Bishop, W. (1999). Ethnographic writing research: writing it down, writing it up, and reading it. N Heinemann.

Bisplinghoff, B. & Allen, J. (1998). Engaging teachers. NH: Heinemann.

Booth, D. & Thornley-Hall, C. (1991). Classroom talk. NH: Heinemann.

Branscombe, N., Goswami, D., & Schwartz, J. (Eds.) (1992). Students teaching, teachers learning. N Boynton/Cook, Heinemann.

Brause, R. & Mayher, J. (1991). Search and re-search: what the inquiring teacher needs to know. P Falmer Press.

Buraway, M. et.al. (1991). Ethnography unbound. CA: University of California Press.

Burgess, R. (1993). The research process in educational settings: Ten case studies. NY: Falmer Press.

Burnaford, G., Fischer, J. & Hobson, D. (1996). Teachers doing research: Practical possibilities. Lawrence Erlbaum Asso. Pub.

Calhoun, E. F. (1994). How to use action research in the self-renewing school. VA: Association Supervision and Staff Development.

Carini, P. (1979). The art of seeing and the visibility of the person. Grand Forks, ND: IRI/Skylight Inc.

Carr, W. & Kemmis, S. (1988). Becoming critical: Education, knowledge and action research. Lond Falmer Press.

Carson, T. & Sumara, D. (Eds.) (1997). Action research as a living practice. NY: Peter Lang Pub.

Clandinin, D. J. & Connelly, F. M. (1995). Teachers' professional knowledge landscapes: Advances contemporary educational thought, Vol. 15. NY: Teachers College Press.

Clandinin, D. J., Davies, A., Hogan, P. & Feennard, B. (1993). Learning to teach, teaching to lea Stories of collaboration in teacher education. NY: Teachers College Press.

Cochran-Smith, M. & Lytle, S. (1993). Inside/outside: Teacher research and knowledge. NY: Teach College Press.

Corey, S. M. (1953). Action research to improve school practice. NY: Teachers College Press

Cross, P. & Steadman, M. (1996). Classroom research: Implementing the scholarship of teaching. S Francisco, CA: Jossey-Bass.

Cunningham, J. (1993). Action research and organizational development. London: Praeger.

Dadds, M. (1995). Passionate enquiry and school development. PA: Falmer Press.

Daiker, D. & Morenberg, M. (1990). The writing teacher as researcher: Essays in the theory and practi of class-based research. NH: Boynton/Cook.

Edge, J. & Richards, K. (1993). Teachers develop teacher research. NH: Heinemann.

Eisenhart, M. & Borki, H. (1993). Designing classroom research: Themes, issues and struggles. M Allyn & Bacon.

Eisner, E. & Peshkin, A. (1990). Qualitative inquiry in education. NY: Teachers College Press.

Elliott, J. (1998). The curriculum experiment. Buckingham, MK: Open University Press.

Elliott, J. (1991). Action research for educational change. Buckingham, MK: Open University Press.

Ely, M., et.al. (1991). Doing qualitative research: Circles within circles. PA: Falmer Press.

Fals- Borda, O. & Anisur Rahman, M. (1991). Action & knowledge: Breaking the monopoly w participatory action research. NY: Apex Press.

Fletcher, R. (1993). What a writer needs. NH: Heinemann.

Fleischer, C. (1995). Composing teacher-research, A prosaic history. NY: State University of New Y Press.

Freeman, D. (1998). Doing teacher research: From inquiry to understanding. NY: Heinle & Hein division of Thomson Publishing.

Frideres, J. (Ed.) (1992). A world of communities: Participatory research perspectives. York, Ont University Publications.

Gallas, K. (1998). Sometimes I can be anything: Power, gender and identity in a primary classroom. N Teachers College Press.

Geertz, C. (1973). The interpretation of cultures. Selected essays. NY: Basic Books.

Ghaye, T. & Wakefield, P. (1993). CARN critical conversations: A trilogy, book one, The role of self action research. Bournemouth, Dorset, Hyde Publications.

Gitlin, A. (Ed.) (1994). Power and method: Political activism and educational research. NY: Routledge

Glanz, J. (1998). Action research: An educational leaders' guide to school improvement. Norwood, M Christopher Gordan.

Glaser, B. & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative researc NY: Aldine De Gruyter.

Glickman, C. (1993). Renewing America's schools: A guide for school- based action. San Francis Jossey-Bass.

Goswami, D. & Stillman, P. (Eds.)(1983). Reclaiming the classroom, Teacher research as an agency change. NH: Boynton / Cook Publishers.

Greenwood, D. & Levin, M. (1998). Introduction to action research: Social research for social chan CA: Sage Publications.

Hall, I., Campbell, C. & Miech, E. (1997). Class acts, Teachers reflect on their own classroom practi MA: Harvard Ed. Review.

Halsall, R. (1998). Teacher research and school improvement: Opening doors from the inside. PA: Op University Press.

Harmon, D. & Jones, J. (1994). Individual and collaborative action research in a large school distri GA: Cobb County School District, ED371000.

Henkin, R. (1998). Who's invited to share? NH: Heinemann.

Hitchcock, G. & Hughes, D. (1985). Research and the teacher. NY: Routledge.

Hollingsworth, S. (1994). Teacher research and urban literacy education: Lessons and conversations i feminist key. NY: Teachers College Press.

Hollingsworth, S. & Sockett, H. (Eds.)(1994). Teacher research and educational reform, 93rd yearbook the National Society for the Study of Education, Part 1. IL: University of Chicago Press.

Hollingsworth, S. (1987). International action research: A casebook for educational reform. PA: Fal Press.

Hopkins, D. (1985). A teachers' guide to classroom research. PA: Open University Press.

Hustler, D., Cassidy, T. & Cuff, T. (Eds.) (1986). Action research in classroom and schools. Lond Allen and Unwin.

Jalongo, M. & Isenberg, J. (1995). Teachers' stories, From personal narrative to professional insigh CA: Jossey-Bass, Inc.

Kemmis, S. & McTaggart, R. (Eds.) (1988) The action research reader, 3rd. Edition. Geelong: Dea University Press.

Kemmis, S. & McTaggart, R. (1988). The action research planner, (3rd Ed.). Geelong, Australia: Dea University Press.

Kent, K. (1996). Breaking new ground: Teacher action research, a wealth of learning. Redwood Ci CA: Bay Area IV Professional Development Consortium.

Kinchloe, J. L. (1991). Teachers as researchers: Qualitative inquiry as a path to empowerment. P Falmer Press.

Livingston, C. & Castle, S. (1989). Teachers and research in action. USA: National Education Assn

Lomax, P. & Darley, J. (Eds.) (1993). Developing Primary Schools through Action Research: Teache Reflections on Assessment at Key Stage 1, Bournemouth, Dorset: Hyde Publications.

Loucks-Horsley, S., Hewson, P., Love, P. & Stiles, K. (1998). Designing professional development teachers of science and mathematics. Thousand Oaks, CA: Corwin Press.

Loughran, J. & Northfield, J. (1996). Opening the classroom door: Teacher researcher learner. P Falmer Press.

Maguire, P. (1987). Doing participatory research: A feminist approach. MA: Center for Internatio Education, School of Education.

Marion, R. (1998). When teachers examine their practice: Action research as a vehicle for teac learning in one urban school district. WI: Unpublished doctoral dissertation, University of Wiscons Madison.

McLean, J. (1995). Improving education through action research: A guide for administrators a teachers. The practicing administrator's leadership Series, Roadmaps to success. CA: Corwin Press.

McKernan, J. (1991). Curriculum action research, A handbook of methods and resources for reflecti practice, 2nd Edition. London: Kogan Page Ltd.

McNiff, J. (1992). Creating a good social order through action research. Poole, Dorset, Hy Publications.

McNiff, J. (1993). Teaching as learning, an action research approach. NY: Routledge.

McNiff, J. (1994). A new approach to in-career development for teachers in Ireland. Dorset: Hyde Publications.

McNiff, J. (1998). Action research, principles and practice. NY: Routledge.

McTaggart, R. (Ed.) (1997). Participatory action research: International contexts and consequenc Albany, NY: State University of New York Press.

Miles, M. and Huberman, M. (1994). Qualitative data analysis. CA: Sage Publications.

Miller, J. (1990). Creating spaces and finding voices: Teachers collaborating for empowerment. N State University of New York Press.

Mohr, M. & Maclean, M. (1987). Working together: A guide for teacher researchers. USA: Natio Council of Teachers of English.

Myers, M. (1985). The teacher researcher: How to study writing in the classroom. USA: ER Clearinghouse on Reading and Communication Skills & National Council of Teachers of English.

Newkirk, T. (1992). Workshop by and for teachers: The teacher as researcher 4. NH: Heinemann.

Newman, J. M. (1998). Tensions of teaching: Beyond critical reflection. NY: Teachers College Press.

Nias, J. & Groundwater-Smith, S. (1988). The enquiring teacher: Supporting and sustaining teac research. PA: Falmer Press.

Nixon, J. (Ed.) (1981). A teachers' guide to action research: Evaluation, enquiry and development in t classroom. London: Grant McIntyre, Ltd.

Nodie Oja, S. & Smulyan, L. (1987). Collaborative action research: A developmental approach. P Falmer Press, Social Research and Educational Studies Series 7.

Noffke, S. & Stevenson, R. (1995). Educational action research: Becoming practically critical. N Teachers College Press.

O'Hanlon, C. (Ed.) (1996). Professional development through action research in educational settin PA: Falmer Press.

Oja, S. & Sulyan, L. (1989). Collaborative action research: A developmental approach. London: Fal Press.

Olson, M. (Ed.) (1990). Opening the door to classroom research. DE: International Reading Associati Inc.

O'Reilley, M. R. (1998). Radical presence: Teaching as contemplative practice. NH: Boynton/Cook.

Park, P., Bryden-Miller, M., Hall, B. & Jackson, T. (1993). Voices of change: Participatory research the U.S. and Canada. CT: Bergin & Garvey.

Patterson, L, Santa, C., Short, K. & Smith, K. (Eds.) (1993). Teachers are researchers: Reflection a action. DE: International Reading Association.

Poetter, T. S., et.al. (1997). Voices of inquiry in teacher education. NJ: Erlbaum Asso.

Plummer, G. & Edwards, G. (1993). CARN critical conversations: A trilogy, book two Dimensions action research: People, practice and power. Bournemouth, Dorset, Hyde Publications.

Ray, R. (1993). The practice of theory: Teacher research in composition. USA: National Council Teachers of English.

Rogovin, P. (1998). Classroom interviews, A world of learning. NH: Heinemann.

Rudduck, J. & Hopkins, D. (1985). Research as a basis for teaching, readings from the work of Lawren Stenhouse. NH: Heinemann

Rudduck, J. (Ed.) (1995). An education that empowers: A collection of lectures in memory of Lawren Stenhouse. GB: Cromwell Press.

Sagor, R. (1992). How to conduct collaborative action research. WA: Association for Supervision a Curriculum Development.

Sagor, R. (1997). Collaborative action research for educational changes. In A. Hargreaves (E Rethinking educational change with heart and mind (169-191). Alexandria, VA: ASCD.

Schmuck, R. (1997). Practical action research. IL: IRI Skylight.

Schon, D. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning the professions. NJ: Jossey Bass.

Schon, D. (1983). The reflective practitioner: How professionals think in action. NY: Basic Books.

Schultz, R. ( ). Interpreting teacher practice: Two continuing stories. NY: Teachers College Press.

Schumsky, A. (1958). The action research way of learning: An approach to inservice education. N Teachers College Press.

Selener, D. (1997). Participatory action research and social change. CA: Sage Publications.

Shagoury Hubbard, R. & Miller Power, B. (1993). The art of classroom inquiry, A handbook for teach researchers. NH: Heinemann.

Shockley Bisplinghoff, B. & Allen, J. (1998). Engaging teachers, Creating teaching and researchi relationships. NH: Heinemann.

Small Schools Network Information Exchange, (1991). Teachers as researchers: Improving practice rural and small schools. MA: Regional Laboratory for Educational Improvement of Northeast a Islands, 11, Fall, ED384471.

Smith, S., Williams, D. & Johnson, N. (1997). Nurtured by knowledge: Learning to do participat action research. NY: Apex Press.

Spiegel, S., Collins, A. & Loppert, J. (Eds.) (1995). Action research: Perspectives from teache classrooms. FL: Math / Science Consortium, (800) 854-0476.

Stake, R. (1995). The art of case study research. CA: Sage Publications.

Stenhouse, L. (1975). An introduction to curriculum research and development. London, UK: Heinema Educational Books.

Stewart, D. & Shamdasani, P. (1990). Focus groups: Theory and practice. London: Sage.

Stringer, E. (1996). Action research, A handbook for practitioners. CA: Sage Publications.

Tanner, M. (Ed.) (1992). Classroom research by classroom teachers. AZ: Center for Excellence Education Reprographics, N. Arizona University, Flagstaff, 168 p, ED377171.

Van Maanen, J. (1988). Tales of the field, On writing ethnography. IL: University of Chicago Press.

Vulliamy, G. & Webb, R. (1992). Teacher research and special education needs. London: David Fult Publishers, Ltd.

Walker, R. (1985). Doing research: A handbook for teachers. GB: University Press Cambridge.

Wallace, M. J. (1998). Action research for language teachers. NY: Cambridge Teacher Training a Development, Cambridge University Press.

Webb, R. (Ed.) (1990). Practitioner research in primary school. PA: Falmer Press.

Wells, G. and Chang- Wells, G. (1992). Constructing knowledge together, Classrooms as centers inquiry and literacy. NH: Heinemann.

White, C. (1990). Teacher's forum: Classroom observations and research: Jevon doesn't sit at the ba any more. NY: Scholastic.

Whitehead, J. (1993). The growth of educational knowledge, creating your own living educatio theories. Dorset: Hyde Publications.

Winter, R. (1987). Action Research and the Nature of Social Inquiry: Professional innovation a educational work, VT: Gower Publishing Company.

Winter, R. (1989). Learning from Experience: Principles and Practice in Action Research, PA: Fal Press.

Wolcott, H. (1990). Writing Up Qualitative Research, CA: Sage Publications.

Wolf, M. (1992). A Thrice Told Tale, Feminism, Postmodernism & Ethnographic Responsibility, C Stanford University Press.

Zuber-Skerritt, O. (Ed.) (1991). Action research for change and development, Aldershot, GB: Avebury.

Zuber-Skerritt, O. (1996). New Directions in Action Research, PA: Falmer Press.

CHAPTERS, PAPERS & ARTICLES

Allen, D. (1995). The tuning protocol: A process for reflection. Providence: Coalition of Essent Schools.

Allen, J. (1992). Action- oriented research: Promoting school counselor advocacy and accountabili ERIC Digest, December.

Allen, L. & Calhoun, E. (1998). School- wide action research: Findings from six years of study. Delta Kappan, 79 (9), 706-710.

Atkin, J. (1992). Teaching as research: An essay. Teaching-and-Teacher Education, 8(4), 381-90.

Atwell, N. (1987). Class-based writing research: Teachers learning from students. In D. Goswami & Stillman (Eds.), Reclaiming the classroom: Teacher research as an agency for change, 87- Portsmouth, NH: Heinemann.

Belanger, J. (1992). Teacher as researcher: Roles and expectations. An Annotated Bibliograp ED342751.

Berlin, D. & White, A. (1993). Teachers as researchers: Implementation and evaluation of an acti research model. COGNOSOS, The National Center for Science Teaching and Learning Resear Quarterly, 2(2), 1-3.

Boles, K. C. (1991). School restructuring by teachers: A study of the teaching project at the Edw Devotion School. Doctoral Dissertation, Harvard University, 1991.

Bresler, L. (1994). Zooming in on the qualitative paradigm in art education: Educational criticis ethnography, and action research. Visual Arts Research, 20(1), 1-19.

Brown, M. McGee, (1992). Teaching as an interpretive inquiry process. Paper presented at the ann meeting of the Educational Development Center on Action Research and Reform of Mathematics a Science Education, October.

Burch, P. (1993). Circles of change: Action research on family-school-community partnerships. Equ and Choice, 10(1), 11-16f

Burch, P. & Palanki, A. (1994). Parent-teacher action research: Supporting families through fami school-community partnership. Journal of Emotional and Behavioral Problems, 2(4), 16-18.

Burgess-Macey, C. & Rose, J. (1997). Breaking through the barriers: Professional development, acti research and the early years. Educational Leadership, 5 (1), 55-70.

Calhoun, E. (1993). Action research: Three approaches. Educational Leadership, 52 (2), 62-65.

Calhour, E. & Glickman, C. (1993). Issues and dilemmas of action research in the League of Professi Schools. Paper presented at the annual meeting of the American Educational Research Associa Atlanta.

Calhoun, E. & Allen, L. (1996). The action research network: Action research on action research. I Joyce & E. Calhoun (Eds.), Learning experiences in school renewal: An exploration of five succe programs (136-174). Eugene, OR: ERIC Center on Educational Management, University of Oregon.

Caro-Bruce, C. & McCreadie, J. (1995). What happens when a school district supports action researc In. S. Noffke and Stevenson, R. (1995) Education Action Research: Becoming Practically Critic NY: Teachers College Press.

Check, J. (1998). Teacher research as powerful professional development. In P. Tovey (E Professional development (17-19). Cambridge, MA: Harvard Education Letter.

Cochran, M. (1993). Parent empowerment and parent-teacher action research: A friendly critique. Equ and Choice, 10(1), 36-40.

Cochran-Smith, M. & Lytle, S. (1990). Research on teaching and teacher research: The issues that divi Educational Researcher, 19(2), 2-10, EJ 411275.

Cochran-Smith, M. & Lytle, S. (1992). Communities for teacher research: Fringe or forefront. Americ

Journal of Education, 100(3), 298-324.

Cochran- Smith, M. & Lytle, S. (1998). Teacher Research: The question that persists. Internatio Journal of Leadership in Education, 1(1), 19-36.

Cone, J. K. (1997). Appearing acts: Creating readers in a high school English class. In I. Hall, Campbell & E. Miech (Eds.), Class Acts. Cambridge, MA: Harvard Educational Review Repr Series No. 29.

Copper, L. (1990). Teachers as researchers: Attitudes, opinions and perceptions. Paper presented at t Annual Meeting of the American Educational Research Association. Boston, MA. ED322130.

Corcoran, T. (1995). Helping teachers develop well: Transforming professional development. Madis WI: Center for Policy Research in Education.

Current, L. & Hirbayashi, J. (1989). Teachers as researchers: Papers and commentary from the 1 annual Northern California conference, CA: Mills College.

Davies, D. (1993). The league of schools reaching out. School-Community Journal, 3(1), 37-46.

Davis, D. et.al. (1993). Getting started: Action research in family-school-community partnerships, rep No. 17. MA: Institute for Responsive Education, ED364315.

Day, C. (1984). Teachers' thinking, intentions and practice: An action research perspective. In R. Hal & J. Olson (Eds.), Teacher thinking. Lisse: Swets & Zeitlinger.

Dockendorf, M. (1995). Within the labyrinth: Facilitating teacher research groups. Master's Thes Simon Fraser University, Ontario, Canada: National Library of Canada.

Elliott, J. (1977). Developing hypotheses about classrooms from teachers: practical constructs: account of the work of the Ford Teaching Project. Interchange, 7(2), 2-22.

Elliott, J. & Adelman, C. (1973). Reflecting where the action is: The design of the Ford Teaching Proje Education for Teaching, 92, 8-20.

Elliott, J. (1980). Implications of classroom research for professional development. In E. Hoyle & Megarry (Eds.), Professional development of teachers. London: Kogan Page.

Erickson, F. (1995). Where the action is: On collaborative action research in education. Bulletin of t Council for Research in Music Education, Winter, No. 123, 10-25.

Ernst, A. (1998). Collaborative inquiry as a catalyst for change. Cambridge, MA: Unpublished Pa (April), Harvard University Graduate School of Education.

Fals- Borda, O. (1997). Participatory action research in Columbia: Some personal feelings. In McTaggart (Ed.), Participatory action research: International contexts and consequences. Alba NY: State University of New York Press.

Feldman, A. (1999). The role of conversation in collaborative action research. Educational Acti Research.

Feldman, A. (1998). Implementing and assessing the power of conversation in the teaching of acti research. Teacher Education Quarterly.

Feldman, A. (1994). Erzberger's dilemma: Validity in action research and science teachers' need know. Science Education,, 78(1), 83-101.

Filby, N. (1991). An action research approach to authentic curriculum and instruction. CA: Far West L for Educational Research and Development.

Foshay, A. (1994). Action research: An early history. U.S. Journal of Curriculum and Supervision, 317-325.

Frideres, J. (1992). Participatory research: An illusionary perspective. In Frideres, J. (Ed.) (1992). world of communities: Participatory research perspectives, York, Ontario:Caputus Univers Publications.

Friere, P. (1982). Creating alternative research methods. In B. Hall, A. Gillette, & R. Tandon (Ed Creating knowledge: A monopoly? Participatory research in development. New Delhi Participat Research Network.

Fruchter, N. & Price, J. (1993). Teachers, research and advocacy. Equity and Choice, 10(1), 60-61.

Frye, S. (1997). The power of deliberately listening: An interview with Maureen Barbieri. Teac Research, 4(2), 42-58.

Gaventa, J. & Horton, B. D. (1981). A citizens' research project in Appalachia, USA. Convergence, (3), 30-42.

Geltner, B. (1993). Collaborative action research: A critical component in the preparation of effecti leaders and learners. Paper presented at the annual meeting of the University Council for Educatio Administrators, Houston, TX, October, ED363971.

Gillespie, T., (1993). On learning from the inside: A conversation with Glenda Bissex. Teacher Resear The Journal of Classroom Inquiry, 1(1), 64-83.

Gove, M-K. & Kennedy-Calloway, C. (1992). Action research: Empowering teachers to work with risk students. Journal-of-Reading, 35(7), 526-34.

Grundy, S. & Kemmis, S. (1988). Educational action research in Australia: The state of the art. In Kemmis & R. McTaggart (Eds.), The action research reader (3rd Ed. 321-335). Geelong, Austral Deakin University Press.

Hallinger, P., Chantarapanya, P., Taraseina, P. & Srliboonma, U. (1996). Nourishing the spirit: The r of ritual in building communities of learners. Journal of Staff Development, 17(1), 22-26.

Hamilton, M.L. (1995). Relevant readings in action research. Action in teacher education. Winter 16(79-81.

Hargreaves, A. (1996). Revisiting voice. Educational Researcher, 25(1), 12-19.

Harmon, D. & Jones, J. (1994). Individual and collaborative action research in a large school distri Paper presented at the annual meeting of the American Educational Research Association, N Orleans, ED371000.

Herrick, M-J. (1992). Research by the teacher and for the teacher: An action research model linki schools and universities. Action in Teacher Education, 14(3), 47-54.

Hodgkinson, H. (1957). Action research: A critique. Journal of Educational Sociology, 31(4), 137-153.

Hollingsworth, S. (1992). Teachers as researchers: A review of the literature, occasional paper No. 1 MI: Institute for Research on Learning, Michigan State University College of Education.

Holly, M. (1990). Teachers' theorizing: Research and professional growth. Boston: Paper presented the annual meeting of the American Educational Research Association, April.

Holly, M. (1989). Reflective writing and the spirit of inquiry. Cambridge Journal of Education, 19(1), 80.

Hopkins, D. (1982). Doing research in your own classroom. Phi Delta Kappan, Dec.

Huberman, M. (1996). Moving mainstream: Taking a closer look at teacher research. Language Arts, Feb. 124-140.

Jacullo-Noto, J. (1992). Action research and school restructuring: The lessons learned. Paper presented the annual meeting of the American Educational Research Association, San Francisco, April.

Johnson, B. (1993). Teacher-as-researcher. ERIC Digest, March.

Johnson, C. & Kromann-Kelly, I. (1995). Using action research to assess instruction. Reading Horizo 35(3), 199-208.

Kemmis, S. (1982) Action research in retrospect and prospect. In Kemmis, S. and McTaggart, R. (Ed The action research reader, 2nd Ed. Geelong: Deakin University Press.

King, J. & Lonnquist, M. (1992). A review of writing on action research (1944-Present). WI: Center Organization and Restructuring of Schools, ED 3556644.

King, J. & Lonnquist, M. (1994). The future of collaborative action research: Promises, problems, a prospects. Madison, WI: Center on Organization and Restructuring of Schools. ED366093.

Krasnow, J. (1992). Parent-teacher action research. Equity-and-Choice, 8(2), 35-39.

Kyle, W., Jr. et.al. (1991). The role of research in science teaching: An NSTA Theme Paper. Scien Education, July, 75(4), 413-18.

Kyle, D. & Hovda, R. (Eds.) (1989). The potential and practice of action research, part I. Peabo Journal of Education, 64(2), Winter. Entire issue dedicated to action research.

Lather, P. (1986). Research as praxis. Harvard Educational Review, 56(3), 257-277.

Lee, G. (1994). Using reflective inquiry to promote collaborative dialogue. Journal of Staff Developme 15 (1).

Lewin, K. (1946). Action research and minority problems. Journal of Social Issues, 2(4), 34-46.

Lincoln, Y. (1995). In search of students' voices. Theory into Practice, 34(2), 88-93.

Llorens, M. (1994). The elementary school. Journal 95(1), September, entire issue dedicated to acti research.

Lytle, S., Belzer, A. & Reumann, R. (1992). Invitations to inquiry: Rethinking staff development in ad literacy education, October. PA: National Center On Adult Literacy, or on- line fr ncal@literacy.upenn.edu.

Lytle, S., Belzer, A. & Reumann, R. (1993). Initiating practitioner inquiry: Adult literacy teachers, tuto and administrators research their practice, November. PA: National Center On Adult Literacy, or line from ncal@literacy.upenn.edu.

Lytle, S., Belzer, A. & Reumann, R. (1993). Developing the professional workforce for adult litera education, December. PA: National Center On Adult Literacy, or on- line fr ncal@literacy.upenn.edu.

May, W. (1993). Teachers- as- researchers or action research: What is it, and what good is it for education? Studies in Art Education, 34(2), 114-126.

McCutcheon, G. & Jurg, B. (1990). Alternative perspectives on action research. Theory into Practice, (3).

McDonald, J. (1987). Raising the teachers' voice and the ironic role of theory. Harvard Educatio Review, 56(4), 355-378.

McKay, J. (1992). Professional development through action research. Journal of Staff Developme Winter.

McKernan, J. (1988). The countenance of curriculum action research: Traditional, collaborative, a emancipatory-critical conceptions. Journal of Curriculum and Supervision, 3(3), 173-200.

McTaggart, R. (1990). Reductionism and action research: Technology vs. convivial forms of life. Pa presented at the 2nd World Congress in Action Learning, University of Queensland, Australia, 1992.

McTaggart, R. (Ed.) (1991). Action research: Issues for the next decade. Curriculum Perspectives, 11(44-65.

Mendro, R. (1993). The place of process evaluation in action research. Paper presented at the ann meeting of the American Educational Research Association, Atlanta.

Mohr, M & MacLean, M. (1987). Working together: A guide for teacher researchers. Urbana, I National Council of Teachers of English.

Moore, W. & Mercer, C. (1995). The role of teachers in the development of the national educatio research agenda: Is anyone in Washington listening? Paper presented at American Educatio Research Association, April, San Francisco.

Navarro, R., Prevost, T., and Romero, C. (1995). Padres Unidos: Grassroots Researchers. Education a Social Change, 9(1), Spring, available on-line at: http://www-gse.berkeley.edu/Admin/ExtRel/educator/spring95texts/padres.unidos.html

Nixon, J. (1989). The teacher as researcher: Contradictions and continuities. Peabody Journal Education, 64(2), 20-32. EJ395998

Noffke, S. (1989). The social context of action research: A comparative and historical analysis. S Francisco, CA: Paper presented at the annual meeting of the American Educational Resear Association.

Noffke, S. (1994). Action research: Towards the next generation. Educational Action Research, 2(1) 21.

Noffke, S. (1995). A conversation about action research and democratic schooling. Action in Teac Education, 16(4), 82-86.

Noffke, S. (1997). Professional, personal and political dimensions of action research. In M. Apple (E Review of Research in Education, 22, 305-343.

Oja, S. & Pine, G. (1989). Collaborative action research: Teachers' stages of development and sch contexts. Peabody Journal of Education, 64(2), 96-115. EJ396002

Palanki, A. (1993). Supporting action research in schools: The roles of districts and state educatio agencies. Equity and Choice, 10(1), 47-51.

Pedretti, E. & Hodson, D. (1995). From rhetoric to action: Implementing STS education through acti research. Journal of Research in Science Teaching, 32(5), 463-485.

Phillips, D. (1987). Validity in qualitative research: Why the worry about warrant will not wa Education and Urban Society, 20(1), 9-24.

Rearick, M. and Feldman, A. (1999). Orientations, purposes, and reflection: A Framework understanding action research. Teaching and Teacher Education.

Richardson, V. (1994a). Teacher inquiry as professional staff development. In S. Hollingsworth & Sockett (Eds.) (1994) Teacher research and educational reform, Chicago, IL: University of Chica Press.

Richert, A. (1996). Teacher research on school change: What teachers learn and why that matters. In Kent (Ed.), Breaking new ground: Teacher action research, a wealth of new learning. Redwood Ci CA: Bay Area IV Professional Development Consortium.

Romance, N. & Vitale, M.-R. (1993). Evolution of a five-year action research project: results a implications for empowering school improvement. Paper presented at the annual meeting of t American Educational Research Association, Atlanta, GA.

Ross, J. Rolheiser, C. & Hogaboarm-Gray, A. (1998). Skills training versus action research in-servi Impact on student attitudes to self-evaluation. Teaching and Teacher Education, 14(5), 463-477.

Rudduck, J. (1988). Changing the world of the classroom by understanding it: A review of some aspe of the work of Lawrence Stenhouse. Journal of Curriculum and Supervision, 4(1), 30-42. EJ 37872

Saavedra, E. (1996). Teachers' study groups: Contexts for transformative learning and action. The Into Practice, 35(4), Autumn.

Sagor, R. (1992). Collaborative action research: A cultural mechanism for school development a professional restructuring. Paper presented at the annual meeting of the American Educatio Research Association, San Francisco.

Stanley, L. (1995). Multicultural questions, action research answers. Quest. 47(1), 19-33.

Stenhouse, L. (1981). What counts as research? British journal of educational studies, 29(2), 103-114.

Street, L. (1986). Mathematics, teachers, and an action research course. In D. Hustler, T. Cassidy & Cuff (Eds.). Action research in classroom and schools. London: Allen and Unwin.

Troen, V., Kamii, M. & Boles, K. C. (1997). From carriers of culture to agents of change: Teach initiated professional development in the learning/teaching collaborative inquiry seminars. Pa presented at the Annual Meeting of the American Educational Research Association, Chicago, March

Vitale, M.-R. & Romance, N. (1993). Using artificial intelligence technology to support action resear in schools: Methodological strategies and issues. Paper presented at the American Educatio Research Association, Atlanta, GA.

Wanne, K. (1952). Teachers as researchers. Educational Leadership, 9, 489-495.

Watt, M.L.(1995). Action research and the reform of mathematics and science education. Presented at t annual conference of the American Educational Research Association, San Francisco.

Wilson, C. (Ed.) et.al. (1991). A vision of a preferred curriculum for the 21st century: Action research school administration. Paper presented at an Association for Supervision and Curricul Development Conference, San Francisco, ED344275.

Zeichner, K. (1997). Action research as professional development in one urban school district. Chica A paper presented at the annual meeting of the American Educational Research Association, March.

Zeichner, K. (1997). Action research as a tool for educational and social reconstruction. Caxam Brazil: Paper presented at the annual meeting of Brazilian National Association of Postgradu Education and Educational Research.

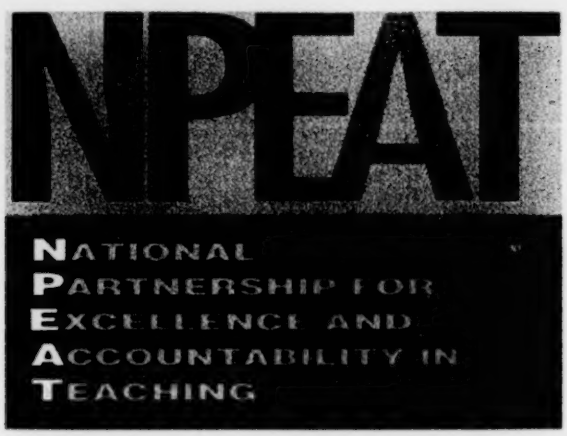
Zeichner, K., Marion, R. & Caro-Bruce, C. (1998). The nature and impact of action research in one urb school district. Chicago: Spencer and MacArthur Foundations.

Zeichner, K. (1993a). Action Research: Personal renewal and social reconstruction. Educational Acti Research, 1(2).

Zeichner, K. (1994). Beyond the divide of teacher research and academic research. Keynote address the annual meeting of the Australian Association of Research in Education, University of Newcast New Castle, New South Wales, Australia.

Zeichner, K. (1997). The impact of classroom action research in one urban school district. Pa presented at American Educational Research Association, Chicago, IL, March.

Zeichner, K. & Noffke, S. (In press). Practitioner research. In V. Richardson (Ed.), Handbook of resear on teaching (4th Ed). Washington, DC: American Educational Research Association.



BEST COPY AVAILABLE

College of Education
College Park, MD 20742

Phone: (301) 405-2341 ♦ Fax: (301) 405-3573

Website: **WWW.NPEAT.ORG**